

OVERVIEW	<p>In Art we offer an inclusive curriculum that develops the fundamental skills of the formal elements in the subject, this is colour, shape, line, tone, form, pattern and texture. We ensure that the formal elements are revisited a number of times to imbed their skills in these areas. We aim for students to gain knowledge on the concepts of artist/art movement styles and an understanding of how to interpret these into their own work.</p> <p>In year 7, we develop students skills in all the formal elements. They look at colour, shape, line, pattern, tone, texture and form. Each element is taught at least once to ensure they have a basis of skills to build upon once revisited.</p>		
AUTUMN	<p style="text-align: center;">Baseline</p> <p>Students conduct a baseline assessment, checking prior knowledge of colour theory and how pupils analyse from an image of a painting. This is to inform their understanding of some of the formal elements.</p> <p style="text-align: center;">Project 1 - Colour theory and fractal designs</p> <p>Students learn the basics of colour theory through primary, secondary and tertiary colours. They look at colour relationships of contrasting and harmonious colours. In half term 2 they apply this knowledge to painting fractal style images focussing on shape and tone.</p>	<p style="text-align: center;">Assessment</p> <p>All project work is marked wholistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.</p>	<p style="text-align: center;">Personal Development</p> <p>Development of colour theory, through the study of colour relationships.</p>
SPRING	<p style="text-align: center;">Mid year assessment</p> <p>Students are assessed on their progress within their books, they are marked wholistically against the first project outcomes.</p> <p style="text-align: center;">Project 2 - Jim Dine drawing (tonal and mark making project)</p> <p>Students will develop their skills in drawing, through the formal elements of tone and line. They will work in the style of the artist and develop mark making techniques. The students will finally complete a ceramic outcome.</p>	<p style="text-align: center;">Assessment</p> <p>All project work is marked wholistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.</p>	<p style="text-align: center;">Personal Development</p> <p>Drawing through the use of tone.</p> <p>How to use different mark making techniques to show line and tone.</p>
SUMMER	<p style="text-align: center;">Project 3 – Portraits/Identity</p> <p>Students will learn the features of drawing a portrait. Students will build on prior knowledge from colour theory and mark making to work in the style of the artist for the project. Students also develop skills in the formal elements of pattern when overlapping imagery.</p> <p style="text-align: center;">End of year assessments</p> <p>Students are assessed on their progress within their books, they are marked wholistically against the overall work of the year, looking at all their projects. Students will be able to identify areas of strengths and weaknesses they have developed over the year.</p>	<p style="text-align: center;">Assessment</p> <p>All project work is marked wholistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.</p>	<p style="text-align: center;">Personal Development</p> <p>How to draw a portrait, how to draw facial features.</p> <p>How identity can be visually communicated in many different ways.</p>

Useful resources for supporting your child at home

www.Pinterest.com

www.theartstory.org

www.artuk.org

www.tate.org.uk/art/art-terms